



Department of Education, Sport and Culture
Rheynn Ynsee, Spoyrt as Cultoor

PRIMARY PHASE

Guidance for distance learning provision in the event of future outbreaks and school closures (including partial closure)

In the event of a local outbreak, Public Health IOM or the Government may advise a school or number of schools to close temporarily to help control transmission. Schools will have contingency and continuity plans/protocols for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of Island key workers, and providing distance learning for all other pupils.

Distance Learning support

Where a class of pupils are directed to self-isolate, or there is a local or Island lockdown requiring pupils to remain at home, schools will offer distance learning provision within 24 hours of the change. Schools will consider how to continue to improve the quality of their existing offer and have a contingency plan in place for distance education provision. This planning will be particularly important to support a scenario in which the logistical challenges of distance provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, schools will:

- use a curriculum sequence linked to the school's curriculum expectations which allows access to online or offline teaching and learning resources.
- will provide suitable and relevant distance learning activities which engage pupils.
- select the appropriate tools that will be consistently used across the school in order to allow interaction, assessment and feedback where appropriate and make sure quality is monitored.
- provide printable resources for pupils who do not have suitable online access.
- recognise that some pupils with additional needs may not be able to access distance education without adult support, and so schools will work with families to support learning.

When teaching pupils at a distance, schools will:

- provide meaningful learning opportunities across a variety of learning areas.
- provide a well sequenced curriculum.
- set a clear expectation on how regularly teachers will check and acknowledge work and provide feedback where appropriate.

- ensure that there are sufficient learning opportunities provided in order to challenge and engage pupils related to pupils' age, stage of development and/or additional educational needs, for example where this would place significant demands on parents/carers' help or support.
- where possible and appropriate for a class, group or individual child, plan a programme that is of a similar proportion to the core teaching they would receive in school, with flexibility for different parts of the curriculum.